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Culture of Peace

Implementation of the Declaration and Programme of Action on a Culture of Peace

Note by the Secretary-General

The Secretary-General hereby transmits the report of the Director-General of the United Nations Educational, Scientific and Cultural Organization submitted pursuant to General Assembly resolution 65/11.

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Report of the Director-General of the United Nations Educational, Scientific and Cultural Organization

Summary

The present report, prepared by the United Nations Educational, Scientific and Cultural Organization (UNESCO), presents a succinct summary of the activities carried out over the past year by UNESCO and other relevant United Nations entities to implement the Declaration and Programme of Action on a Culture of Peace, as requested by the General Assembly in resolution 65/11. The report includes contributions received from the International Labour Organization, the Food and Agriculture Organization of the United Nations, the United Nations Relief and Works Agency for Palestine Refugees in the Near East, the United Nations Human Settlements Programme, the International Telecommunication Union, the United Nations Children's Fund, the University for Peace, the Office of the United Nations High Commissioner for Refugees, the United Nations Office on Drugs and Crime, the United Nations Entity for Gender Equality and the Empowerment of Women and the World Bank. It also includes a section on recommendations for future action.

I. Implementation of the Programme of Action on a Culture of Peace

1. The present report is submitted in accordance with resolution 65/11 and provides information on actions undertaken to implement the resolution and on activities undertaken by the United Nations system to implement the Programme of Action and to promote a culture of peace and non-violence. It provides information on how the United Nations Educational, Scientific and Cultural Organization (UNESCO), for which the promotion of a culture of peace is the expression of its fundamental mandate, is strengthening further the global movement for a culture of peace following the observance of the International Decade for a Culture of Peace and Non-violence for the Children of the World (2001-2010), at the national, regional and international levels. It also provides an overview of the activities carried out by the International Labour Organization (ILO), the Food and Agriculture Organization of the United Nations (FAO), the United Nations Relief and Works Agency for Palestine Refugees in the Near East (UNRWA), the United Nations Human Settlements Programme (UN-Habitat), the International Telecommunication Union (ITU), the United Nations Children's Fund (UNICEF), the University for Peace, the Office of the United Nations High Commissioner for Refugees (UNHCR), the United Nations Office on Drugs and Crime, the United Nations Entity for Gender Equality and the Empowerment of Women (UN-Women) and the World Bank to implement resolution 65/11 on the Implementation of the Declaration and Programme of Action on a Culture of Peace. These activities are presented in eight sections, corresponding to the eight actions defined in the Programme of Action on a Culture of Peace.

A. Actions to foster a culture of peace through education

2. Within the framework of the 1974 Recommendation concerning Education for International Understanding, Cooperation, Peace and Education relating to Human Rights and Fundamental Freedoms, UNESCO continued to foster a culture of peace through education by supporting its member States in providing quality, inclusive education that promotes the values of peace, human rights, tolerance, intercultural understanding, democracy, non-violence and respect.

3. In collaboration with relevant partners, UNESCO strengthened Member States' capacities to integrate the human rights-based approach throughout their educational systems by developing practical guidelines on competencies related to core values, such as human rights, peace and tolerance, and education for sustainable development for its member States and disseminating good practices. This included the provision of support and policy advice for the promotion of culturally and linguistically appropriate learning materials. The organization also developed teaching and learning resources, manuals and guidelines on relevant topics, such as learning to live together, human rights and the rights of the child, peace and democracy, gender equality, and the prevention of violence in schools.

4. UNESCO continued to advocate for peace, human rights, intercultural understanding and Holocaust remembrance education through high-level international and regional policy forums, building on its affiliated networks and institutes, including the UNESCO Associated Schools Network, UNESCO Chairs

and University Twinning and Networking programme, and the Asia-Pacific Centre of Education for Intercultural Understanding in Seoul. Outstanding examples of activities designed to mobilize countries and peoples in favour of peace were also rewarded. The 2010 Félix Houphouët-Boigny Peace Prize was awarded to The Grandmothers of the Plaza de Mayo, a non-governmental organization in Argentina, in recognition of its tireless battle for over 30 years in pursuit of human rights, justice and peace. Support was also provided for the 2011 Goi Peace Foundation International Essay Contest for Young People.

5. A number of concrete results were delivered through the innovative modality of an organization-wide intersectoral platform on intercultural dialogue and a culture of peace. Important achievements included the digitization of the now completed general and regional histories and the adoption by representatives from 46 African countries of jointly agreed pedagogical content drawn from the general history of Africa. An interregional and interfaith study was undertaken with a view to analysing contemporary interreligious dialogue practices among youth worldwide, and the publication *Stopping Violence in School — A Guide for Teachers* was widely distributed in Arabic, English, French and Spanish. The Power of Peace Network provided support to a number of projects in different countries and regions, such as the youth broadcasting initiative "Connecting cultures", the joint Palestine/United Kingdom of Great Britain and Northern Ireland video production "Our everyday lives", and the online debate programme and contest in Zambia, "This is my life ...". The Power of Peace Network also contributed to the curriculum on conflict-sensitive reporting and the related training workshop series in cooperation with Rhodes University in South Africa.

6. Building on the opportunity of the observance of the International Year of Youth (2010), progress was made in raising awareness on youth development issues and on the role of youth in supporting national development and a culture of peace and non-violence. As the co-Chair of the Inter-Agency Network on Youth Development, UNESCO supported the adoption and implementation of a United Nations framework approach for the celebration of the International Year of Youth, the joint statement of the heads of United Nations entities on the International Year of Youth and the joint United Nations input to the World Youth Conference (Mexico City, August 2010). Through partnerships with the sports movement, UNESCO also raised awareness of the importance of sports in youth development and community action, as well as in building a culture of peace and non-violence. This included the organization with the International Olympic Committee of the 7th World Conference on Sport, Education and Culture: "Giving a Voice to Youth" (Durban, South Africa, December 2010). Research was supported in Latin American and the Caribbean and in the Commonwealth of Independent States to provide Member States with information to elaborate policies and programmes on youth, including on the prevention of youth violence. Policy advice for the development of realistic and achievable action-oriented policy documents on youth was also provided to small island developing States in the Pacific.

7. To address the specific challenges faced by youth, FAO continued to support the Junior Farmer Field and Life Schools approach in several African countries, Asia and Middle East. The approach combines the provision of support for vocational educational training opportunities with the promotion of employment. Using the agricultural calendar as a model for life, youth learn agricultural skills while developing corresponding life lessons, such as setting goals, the importance of

personal space for growth, and teamwork. There is also an employment-oriented component, which encourages and facilitates graduates' inclusion in farmers' federations and unions in order for them to access resources and place their produce in the markets.

8. Together with other United Nations agencies, including UNESCO, UN-Habitat, through its Safer Cities Programme, strengthened the focus of city development on the most vulnerable categories of young people, building on their social capital to enhance opportunities within disadvantaged communities and neighbourhoods, including schools and active citizenship. Through this programme, a global network on safer cities is being developed to strengthen the global movement for a culture of peace.

9. UNHCR continued to deliver education and sport for refugee youth through its Nine million campaign, which reached 460,000 people in 2010, promoting a culture of peace and non-violence in 20 countries. All projects enhanced the coexistence between refugees and the host community, and several reduced the risk of military recruitment of out-of-school youth. Programme reports show that sport had a significant impact in combating, among other issues, destructive behaviour, HIV, drug abuse and sexual and gender-based violence. Seventy-five per cent of the projects particularly targeted out-of-school youth and girls, who could play key roles in a country's peace, reconstruction and prosperity if given the opportunity.

10. UNHCR worked in a number of countries to implement programmes that aim to roll back xenophobia by promoting tolerance towards and respect for foreigners, including refugees. It recently launched a campaign in Latin America on the theme "Let's put ourselves in the shoes of refugees and displaced persons and take the first step to understand their situation" to promote tolerance and local integration of refugees and displaced persons.

11. The University for Peace, mandated by the General Assembly in 1980 to offer education for peace to humanity, worked actively to build a culture of peace through its educational and capacity-building programmes. It reached out to a wider audience by arranging partnerships and exchange programmes with other universities and initiating online, distance-learning instruction programmes, including a unique, complete online MA programme in peace studies.

12. UNICEF developed a framework for rights-based, child-friendly educational systems and schools that are characterized as "inclusive, healthy and protective for all children". This child-friendly schooling approach was used by several countries to address violence against children and promote peace education. Schools as centres of care and support provide much-needed services for the most disadvantaged children, particularly orphans, and those who have suffered from violence. These services include water, sanitation and hygiene (WASH), ChildLine, school feeding and school health, and are combined with the participation of parents, police and the children themselves in school governance. Agreements between UNICEF and Child Helpline International, approved in 2010, benefited 11 countries in the Eastern and Southern Africa regions. Results associated with these agreements include the setting up of toll-free ChildLine numbers, short messaging service/online counselling, and ongoing child protection mapping exercise.

13. As the most marginalized, poor and disadvantaged people are also those at increased risk for drug use and dependence, the United Nations Office on Drugs and Crime helped to build a culture of peace and non-violence by reaching out to them through its demand reduction projects. These projects focused on promoting the understanding of drug use and dependence as a health disorder that can be addressed effectively within the health system, using evidence-based approaches to drug abuse prevention, treatment and care. Prevention programmes, such as life skill training, family skills training and workplace-related programmes, help to build healthier and safer communities that contribute to peaceful societies. Comprehensive drug dependence treatment and care services are powerful tools for the rehabilitation and reintegration into their societies of those affected by the use of and dependency on drugs so that they can contribute to building and sustaining peace.

B. Actions to promote sustainable economic and social development

14. As the lead agency for the 2005-2014 United Nations Decade of Education for Sustainable Development, UNESCO is supporting Member States in integrating the principles, values and practices of sustainable development into the design and development of inclusive education policies and plans, including climate change education, teacher development policies, textbook and curriculum revision and renewal of pedagogical approaches. It is also advocating for a strong commitment to cultural diversity. Since the last reporting period, a multiperspective learning tool in Education for Sustainable Development with a focus on water, was prepared in cooperation with the Islamic Educational, Scientific, and Cultural Organization, and will soon be tested in the field. In addition, UNESCO also developed capacities on climate change education in several Member States (in particular the Maldives and Viet Nam), and contributed to the United Nations Climate Change Conference in Cancun, Mexico (COP 16). The International Year of Biodiversity and the Tenth Conference of the Parties to the Convention on Biological Diversity (COP X) (Nagoya, Japan, 27-29 October 2010) provided many opportunities for further cooperation with the Associated Schools Network, the UNESCO Education for Sustainable Development Chairs network, the World Network of Biosphere Reserves and the Man and the Biosphere programme. UNESCO also supported the least developed countries in achieving their sustainable development goals and contributed to the Programme of Action adopted at the Fourth United Nations Conference on the Least Developed Countries, held in Istanbul, Turkey, from 9 to 13 May 2011.

15. The United Nations Office on Drugs and Crime worked to reduce poverty as part of its alternative development activities and illicit crop reduction programmes through farm and off-farm activities that promote legitimate income-generating opportunities to farmers and is based on market-driven demand. The Office strove to promote food security by delivering technical assistance to help increase food productivity, in particular through the provision of high-yield, disease-resistant seeds as well as assistance in creating and managing food banks.

16. FAO helped to empower the rural poor to become fully integrated in the development process and, consequently, less susceptible to be involved in conflicts through its Education for Rural People flagship partnership. Through this partnership, which includes 400 members (governments, intergovernmental organizations, civil society and academia), FAO helped mainstream Education for

Rural People in national development plans and produced several publications and toolkits.

17. FAO fielded operations in 28 countries in Africa, Asia and Latin America, touching the lives of more than 9 million people in rural areas. Projects were supported with funding of over $315 million that was received from the European Union Food Facility.

18. UNRWA continued to implement a large-scale poverty relief programme, as well as emergency feeding programmes for the poorest of the poor. The Agency's Social Safety Net Programme provided a measure of support to abject poor families through a small cash subsidy and food package distributed quarterly to nearly 300,000 refugees throughout the region. In addition, the Agency provided emergency support in the form of food, cash and emergency employment opportunities to those who were affected by conflict and natural disaster. These emergency interventions are ongoing in the Gaza Strip, the West Bank and Lebanon, with hundreds of thousands of needy beneficiaries throughout the region receiving one or more of these interventions.

19. UN-Habitat continued to ensure access to affordable and adequate housing for the poor and to help improve slums and prevent their formation in a systemic manner. Action taken was in implementation of a resolution by its Governing Council to formulate a new global housing strategy, which took into account the challenges of providing adequate and sustainable housing and basic infrastructure and the need to integrate housing policies into broader urban planning strategies and governmental actions, aligning them with other social, economic and environmental policies.

C. Actions to promote respect for all human rights

20. UNESCO continued to actively promote the right to education through its work to implement the World Programme for Human Rights Education, adopted by the General Assembly in 2004 (see General Assembly resolution 59/113 A). A series of materials was developed to assist Member States in integrating education for peace and human rights into school systems, including the publication *Contemporary Issues in Human Rights Education*. A short film entitled *Education for human rights young people talking* was also produced in cooperation with the national commissions for UNESCO and national coordinators of the UNESCO Associated Schools Project Network from 10 countries. The film showcases the concerns of and challenges facing young people in schools today related to gender equality, violence, peace and cultural diversity from a human rights education perspective.

21. To reinforce advocacy, capacity-building and policy-oriented action in the area of human rights, UNESCO contributed to the collection and design of training materials in the framework of the new human rights mainstreaming mechanism of the United Nations Development Group. This mechanism aims to increase the effectiveness of the United Nations in applying a human rights-based approach to programming, especially at the country level, in the formulation of United Nations Development Assistance Frameworks.

22. Other human rights training materials that were developed during the reporting period include the master of the manual entitled *Empowering the Poor through human rights litigation*, and the four volumes of the UNESCO pioneer collection on freedom from poverty as a human right, which offers a multidimensional analysis of poverty.

23. As part of the efforts of UNESCO to raise awareness of human rights, the Director-General awarded on Human Rights Day (10 December) the UNESCO/ Bilbao Prize for the Promotion of a Culture of Human Rights to Asma Jahangir of Pakistan in recognition of her commitment and contribution to fostering interreligious and intercultural dialogue, tolerance, mutual understanding and cooperation for peace.

24. The United Nations Office on Drugs and Crime addressed issues relating to human rights and gender equality through its HIV prevention, treatment, care and support programmes. In 2010, it provided support to some 40 countries to conduct legal and policy reviews as they relate to HIV and prison settings, HIV and injecting drug users, and people vulnerable to human trafficking. In at least 49 countries, the Office has provided technical support to develop human rights-based, gender-responsive and equitable AIDS policies and programmes for prison settings, injecting drug users and people vulnerable to human trafficking in line with human rights treaties and related international standards.

25. Through UNRWA programmes in education, health and social services, and infrastructure and refugee camp improvement as well as microfinance, the Agency contributed to the realization of various socio-economic rights of Palestine refugees. Education services were the most prominent. Nearly 500,000 children continued their education in almost 700 UNRWA schools throughout the region, taught by nearly 20,000 teaching staff of the Agency.

D. Action to ensure equality between women and men

26. UNESCO worked to ensure equality between men and women by giving priority to the pursuit of gender equality through action in all its fields, having been designated as one of two global priorities in the medium-term strategy for 2008-2013. A results-based Priority Gender Equality Action Plan for 2008-2013, endorsed by its Executive Board, describes the actions that UNESCO programme sectors are to pursue for the empowerment of women and gender equality.

27. To strengthen the efforts of UNESCO in empowering girls and women through quality education, the Director-General launched a new global partnership for girls' and women's education at a high-level forum on 26 May 2011, in the presence of United Nations Secretary-General Ban Ki-moon, the Prime Ministers of Bangladesh and Mali and the United States Secretary of State, as well as representatives of non-governmental organizations and business leaders. The UNESCO Global Partnership for Girls' and Women's Education, "Better life, better future", supported by a high-level panel, focuses on reaching illiterate or semi-literate adolescent girls and scaling up women's literacy programmes through partnerships with corporations such as Nokia, Procter and Gamble, GEMS education, Microsoft, Apple (Macintosh) and the Packard Foundation. Some of the projects have already been initiated in Africa and Asia.

28. UNESCO developed initiatives to foster the participation of women in conflict resolution, peacebuilding and reconstruction, and to address gender-based violence, notably through the Palestinian Women's Research and Documentation Centre in Ramallah, the category 2 Regional Research and Documentation Centre for Women, Gender and Peacebuilding for the Great Lakes Region in Kinshasa, and through its International Network of Women Philosophers.

29. To support and encourage young women from all cultural backgrounds to go into jobs in scientific fields, the Organization provided capacity development and training opportunities in the sciences for women, namely through its UNESCO-IHE Institute for Water Education in Delft, the Netherlands, by providing fellowships for young women scientists through the UNESCO L'Oréal partnership and by establishing and reinforcing new associations and networks of women scientists.

30. The political and social empowerment of women was also promoted through education and training programmes in the conservation and management of cultural, natural and intangible heritage. Priority was also given to women craft workers to assist them in developing their small enterprises so as to heighten the socio-economic benefits. In addition, culturally sensitive and gender-responsive policies and actions at the country level in HIV/AIDS prevention and care as well as in maternal health were developed at the country level in the context of "delivering as one".

31. Through its community-based information literacy campaigns, the Organization reinforced the capacities of women to access and use information and communications technologies for development and lifelong learning, in particular for sustainable livelihoods. An example is the pilot mobile literacy programme that UNESCO launched with the Bunyad Foundation and the mobile phone company Mobilink, through which 50 community-based learning centres were established in which 1,250 illiterate women acquired basic literacy skills.

32. FAO continued to mainstream gender concerns in agriculture and rural development programmes by organizing gender training and awareness-raising events for policy- and decision makers and technical staff in order to support them with the formulation and implementation of gender-sensitive programmes and projects to address gender gaps in agriculture and food security, with special emphasis on access and control of productive resources and for institutional strengthening.

33. UNRWA promoted gender equality by ensuring that girls and women have equal access to all of its services, by supporting vocational training centres for women, and by developing targeted programmes to further the rights of and opportunities for women. A number of women's programme centres were established in camps throughout the region to provide services to women. Opportunities were also offered to women through the Equality in Action programme in Gaza, and specific loan schemes targeting female entrepreneurs were also developed through its Microfinance and Microenterprise Programme.

34. UN-Women supported Member States and United Nations system entities in achieving gender equality and women's empowerment through its activities in five thematic priorities, as reflected in its strategic plan, 2011-2013: (a) expanding women's leadership and participation; (b) ending violence against women; (c) strengthening the implementation of the women and peace and security agenda;

(d) enhancing women's economic empowerment; and (e) making gender equality priorities central to national planning and budgeting at all levels.

35. ILO promoted gender equality through the provision of advisory services, training, tools development, advocacy and support for the collection, production and dissemination of good practices on gender equality issues in the world of work. At the country level, it supervised gender-specific technical cooperation programmes to address the concerns of women and men in the world of work and promoted efforts to mainstream gender into technical areas of the work of ILO. It also piloted participatory gender audits among ILO constituents.

E. Actions to foster democratic participation

36. UNESCO fostered democratic participation through a number of initiatives, including the Arab and Asian philosophical dialogue on democracy and social justice, the dialogue on democracy and human rights between the Arab world and Africa, as well as through the research of the International Centre for Human Sciences in Byblos, Lebanon. In addition, it provided support for the establishment of media legislation conducive to free and independent media, the training of journalists and media professionals in non-partisan and independent reporting techniques, especially in conflict and post-conflict areas, and by assisting the media in covering elections.

37. To accompany the transition to democracy in several countries of the Arab world, recent initiatives of UNESCO focused on fostering the civic engagement of youth in Egypt; strengthening freedom of the press, and training journalists and providing media professionals with pre-electoral assistance in Egypt and Tunisia, including an International Conference in support of Tunisian and Egyptian Broadcast Media co-organized with France télévisions and the European Broadcasting Union; and organizing capacity-building regional workshops in Beirut on designing, monitoring and evaluating social protection in the Arab world. In addition, an international round table was held on the theme "Democracy and renewal in the Arab world", which brought together intellectuals and experts from the Arab world, to discuss how to make the transition to democracy. Based on the findings of this important round table, UNESCO developed a road map designed to accompany the transition to democracy in the Arab world.

F. Actions to advance understanding, tolerance and solidarity

38. In leading the 2010 International Year for the Rapprochement of Cultures, UNESCO capitalized on its experience of over 60 years to advance "the mutual knowledge and understanding of people". The main objective of the Year was to help dissipate any confusion stemming from ignorance, prejudice and exclusion that create tension, insecurity, violence and conflict. The task was to demonstrate the benefits of cultural diversity by acknowledging the importance of exchanges between cultures and the ties forged between them. Its aim was to integrate the principles of dialogue into policies at all levels so as to foster an environment conducive to the rapprochement of cultures, thus enhancing harmonious relations among peoples.

39. The process to launch the Year was facilitated by a number of complementary initiatives. The parallel celebrations of several international years (International Year of Biodiversity, International Year of Youth and International Year for People of African Descent) and of World Days (such as World Philosophy Day and World Day of Cultural Diversity for Dialogue and Development) enabled a deepening and convergence of the themes addressed.

40. The action plan included four main themes, to facilitate the ownership of the Year by Member States, intergovernmental and non-governmental organizations: (a) promoting reciprocal knowledge of cultural, ethnic, linguistic and religious diversity; (b) building a framework for commonly shared values; (c) strengthening quality education and the building of intercultural competence; and (d) fostering dialogue for sustainable development. These themes were based on the principles of the equal dignity of cultures, mutual respect, and the strengthening of international cooperation for lasting peace.

41. The specific activities (almost 1,000 in all) organized by Member States and partners, including the Alliance of Civilizations and relevant stakeholders from civil society, to celebrate the Year can be found on the UNESCO website (http://www.unesco.org/en/2010-international-year-for-the-rapprochement-of-cultures).

42. The Year was instrumental in building awareness within a wide, diverse and largely young audience of the wealth of cultural diversity and its corollary, intercultural dialogue, as part of rapprochement. One central idea emerged: in the new international landscape, greater account must be taken of the linkages among cultural diversity, dialogue, development, security and peace. These interdependent notions should inform a new approach to building a culture of peace and non-violence. Dialogue can be effective only if the basic prerequisites, namely, equality, justice, poverty reduction and respect for human rights, are met.

43. In order to foster a reflection on the new dimensions of peace in the twenty-first century, the Director-General of UNESCO established a High Panel on Peace and Dialogue among Cultures. The High Panel, comprised of decision makers, intellectuals and artists from all regions of the world, convenes to chart new avenues leading to peace. Its principal mission is to complement the work of UNESCO in this area and to bring to bear a diversity of perspectives from various regions and a wide range of stakeholders. The first meeting of the High Panel was held on 18 February 2010 in Paris to launch the International Year for the Rapprochement of Cultures, 2010 (see A/62/299, annex). The High Panel met again in New York on 11 March 2011 and addressed the theme "Building peace: reconciliation through the power of education, the sciences, culture and communication". The report on that meeting is available on the UNESCO website (http://www.unesco.org/en/2011-international-year-for-the-rapprochement-of-cultures/high-panel-on-peace-and-dialogue-among-cultures/second-meeting-of-the-high-panel-11-march-2011/).

44. UNESCO also contributed to peace, mutual understanding and social cohesion through the promotion of a dialogue among civilizations and cultures in accordance with the Global Agenda for Dialogue among Civilizations and its Programme of Action adopted by the General Assembly in 2001 (resolution 56/6), as well as with directions set by the governing organs of UNESCO.

45. In the framework of the Memorandum of Understanding signed with the Alliance of Civilizations (Rio, May 2010), UNESCO implemented the Intercultural

Vademecum Programme with funding from Spain. This programme focuses on five projects which aim to reinforce the links between Arab-Muslim and European societies in order to foster mutual understanding. These projects are:

(a) A scientific, philosophical, literary and artistic anthology of Muslim/Arab civilization and its contribution to the revival of Western philosophy and culture. The anthology is designed as a tool for teachers, students and the general public to present an intercultural vision of history that unites the Muslim/Arab world and the West;

(b) A philosophical look at Muslim/Arab civilization: accounts of routes, encounters, bridges and dialogues. This entails the production of educational tools that aim to illustrate instances of dialogue and exchanges within and through the Muslim/Arab civilization and are geared towards secondary schoolteachers;

(c) Illuminating Interrelations and Engaging Dialogues: Museums as a Civic Space for Developing Intercultural Skills. This project is centred on developing museological approaches for communicating historical intercultural exchange;

(d) Young artists for intercultural dialogue between the Arab and Western worlds. This project aims to give recognition to young artists for their creative achievements in favour of Arab/Western dialogue;

(e) The Power of Peace Network: reporting for peace. The Network is an interactive platform that seeks to harness innovative mechanisms to promote peace through the media and information and communications technologies.

46. Furthermore, in close cooperation with the Alliance of Civilizations, the UNESCO/University Twinning and Networking Programme established a network linking media and information literacy to intercultural dialogue at six universities in Brazil, China, Egypt, Spain, the United States of America and the Caribbean region. Activities will include the promotion of international and intercultural research, meetings, publications, training activities and content production relating to media and information literacy and its application to cross-cultural, interreligious dialogue and global cooperation.

47. To promote the Dialogue in Civil Societies in the Horn of Africa, UNESCO collaborated with the Greater Horn Horizon Forum, an independent research policy forum with the participation of researchers from the region and from the diaspora, to organize a Conference of Youth Ministers (December 2010, Djibouti). The Conference examined available research and identified policy recommendations for each Member State.

48. In addition, UNESCO also supported an Interregional Philosophical Dialogue between Africa and the Americas on "Africa and its Diaspora" in April 2011. The Conference, organized within the framework of the International Year for People of African Descent (2011), brought together philosophers from Africa, its Diaspora, and the Americas to address contemporary challenges. The Dialogue facilitated the creation of a network of philosophers from Africa, Latin America, the Caribbean and North America with the aim of enhancing academic cooperation and capacity-building, including through student exchange programmes.

49. In Central Asia, intercultural dialogue was promoted through the creation of a Cultural Portal as a tool for cooperation and dialogue in the arts and culture with Europe, and through different activities (expeditions, conferences, scientific

research and publications) that have been developed by the International Institute for Central Asian Studies and the International Institute for Nomadic Civilizations.

50. In South-Eastern Europe, intercultural dialogue among heads of State was supported through the organization of a series of regional meetings in Ohrid, the former Yugoslav Republic of Macedonia (2003), Tirana (2004), Varna, Bulgaria (2005), Opatija, Croatia (2006), Bucharest (June 2007), Athens (June 2008), Cetinje, Montenegro (2009), and Istanbul, Turkey (2010), which aimed to create a common vision of the future that is based on international cooperation. The 2011 Summit will be held in Serbia.

51. For Israel and the Palestinian Territories, a gender-balanced Joint (Israeli-Palestinian) Academic Committee was set up, composed of members from different universities, research institutes and think tanks in Israel and Palestine. The Committee will work together towards the attainment and the promotion of dialogue and academic cooperation within and between Israelis and Palestinians.

52. Peacebuilding and intercultural understanding in the Middle East was also promoted through the third edition of the Programme of University Cooperation "Masters on Social Sciences and Humanitarian Affairs" 2010-2011, launched in cooperation with the University of Rome. This Programme promotes academic exchanges and cooperation among faculty and students from Israeli and Palestinian universities.

53. UNESCO promoted science for peace and non-violence as a vehicle for intercultural dialogue and cooperation to help prevent potential conflicts over natural resources, such as freshwater and arable land, and to address complex global environmental and development challenges. To that end, it provided technical support to the Israeli Palestinian Science Organization, which offers opportunities for Palestinian and Israeli scientists to work together on joint scientific projects. It has also provided support for the Malta Conferences series, which bring together scientists from the Middle East and neighbouring regions to discuss problems relating to chemical research and education in the region, and to jointly seek solutions that are satisfactory to all. The fifth conference in this series was organized at UNESCO headquarters (December 2011) on the theme "Frontiers of chemical sciences: research and education in the Middle East: a bridge to peace and international development."

54. Through its Man and the Biosphere Programme, UNESCO supported countries in establishing transboundary biosphere reserves to promote reconciliation, intercultural dialogue, peace and cooperation on issues related to adaptation to climate change, loss of biodiversity, sustainable development and ecotourism. There are 10 such reserves in 15 countries of Latin America, Europe and Africa. At its last International Coordinating Council meeting in June 2011, the programme approved the Trifinio Fraternidad Biosphere Reserve in El Salvador/Guatemala/Honduras, the first trinational biosphere reserve in Central America.

55. Through its programme "From potential conflict to cooperation potential", UNESCO facilitated multilevel and interdisciplinary dialogues to foster peace, cooperation and development related to the management of shared, transboundary water resources. The programme attempts to enhance water security by strengthening the capacity of stakeholders in the management of transboundary water resources to anticipate, prevent and resolve water conflicts.

56. Awareness was also raised about the importance of promoting science for peace through activities that have been supported during the annual observance of World Science Day for Peace and Development on 10 November.

G. Action to support participatory communication and the free flow of information

57. UNESCO continued key capacity-building actions that underline the instrumental role that the media play in dialogue, democracy and development processes and for the protection of human rights. The capacities of media professionals were strengthened in journalism safety, conflict-sensitive reporting and reporting on elections.

58. Awareness of freedom of expression and access to information was increased through several activities in 2010. World Press Freedom Day 2010 focused on the theme "Freedom of information: the right to know". Participants at the World Press Freedom Day 2010 international conference in Australia adopted the Brisbane Declaration, calling on governments to adopt freedom of information laws and highlighting the importance of independent and pluralistic media as fundamental elements of good governance and development based on human rights. The World Press Freedom Day 2010 was celebrated in at least 100 countries. The UNESCO/Guillermo Cano Prize was presented to Mónica González Mujica in recognition of her investigative journalism during the dictatorship in Chile.

59. Support was given to IGOs and NGOs working in the field of freedom of expression, in particular with regard to combating the impunity of crimes and violence against journalists. UNESCO continued to support the International Freedom of Expression Exchange network, in particular for groups in developing countries and countries in transition, to promote better protection of freedom of the press and the rights of journalists. The safety of media professionals was a critical concern in 2010, with the UNESCO Director-General condemning the killings of 62 journalists. The International Programme for the Development of Communication Council adopted a decision on the safety of journalists and the issue of impunity, calling on governments to report to UNESCO on their investigations into the killings of journalists.

60. Member States were assisted in the development of free, independent and pluralistic media through support from the International Programme for the Development of Communication for the launch of 83 projects in 61 developing countries. The Mexican community radio station, La voz de los campesinos, and the Egyptian journalist, Amr Mamdouh Ellissy, were the joint laureates of the UNESCO-International Programme for the Development of Communication Prize for Rural Communication in 2010.

61. UNESCO continued to promote community radio and community multimedia centres with the introduction of community radio projects in 19 countries. A total of 50 best community radio practices were identified in the areas of management, sustainability, programming and community involvement, and support was provided to the World Association of Community Broadcasters to develop a common code of practice for community radio operators. The community radio policy review in India, supported by UNESCO, resulted in a recommendation to create a national public fund to support community media development.

62. The capacities of media training and journalism education institutions were strengthened according to the UNESCO criteria of excellence in journalism training, with 63 journalism training institutions in 51 countries adapting the UNESCO model curricula for journalism education.

63. UNESCO also fostered universal access to information by assisting in the formulation of national information policy frameworks, in particular within the framework of the Information for All Programme.

64. FAO supported the use of media such as rural radio, participatory video, print and audiovisual tools to increase the participation and ownership of rural people of development initiatives. Through its programme "Bridging the rural digital divide to reduce poverty and food insecurity", FAO worked to strengthen human and institutional capacities in rural areas to harness and exchange information using a variety of media so as reduce poverty and ensure food security.

65. ITU launched the Child Online Protection initiative in 2008 to raise awareness about the importance of protecting children online, educate the general public and develop guidelines, including for children themselves. The initiative is also developing interoperable technical standards to protect children online, helping countries to establish national hotlines and developing national strategy and legislative processes. ITU also promoted the role of information and communications technologies as catalysts for peace through a panel on the theme "Voices of technology: a focus on youth and access to the Internet" during the 2011 World Youth Peace Summit and the holding of an event on the theme "Information technology as a catalyst for peace, human rights and development" during the United Nations High-level Meeting on Youth.

H. Actions to promote international peace and security

66. UNESCO provided support to countries in post-conflict and post-disaster situations through a dedicated Intersectoral Platform. This Platform provided assistance to countries in reconstructing their educational systems with the goal of realizing education for all; providing policy advice and expertise on resolving conflicts that may arise over natural resources; revitalizing in-country research facilities; integrating disaster prevention and mitigation efforts, in particular early warning systems, into post-conflict and post-disaster responses; and protecting and rehabilitating damaged cultural and natural heritage.

67. During the reporting period, support was provided to Member States affected by natural disasters, namely, the earthquake in Haiti, the floods in Benin and Pakistan, the tsunami and volcanic eruption in Indonesia, and the earthquake and tsunami in Japan. It also supported countries in post-conflict environments, such as Afghanistan, the Democratic Republic of the Congo, Iraq, the Occupied Palestinian Territory and several countries in West Africa.

68. The Organization participated in 16 of the 26 appeals launched by the Office for the Coordination of Humanitarian Affairs, notably for the responses to the earthquake in Haiti and the floods in Pakistan. It also began implementation of 8 of 10 joint United Nations country team programmes with an expected allocation of $8.3 million, under the "Conflict resolution and peacebuilding" thematic window of the Spanish Millennium Development Goal Achievement Fund (Brazil, Chile, Costa

Rica, Democratic Republic of the Congo, Guatemala, Haiti, the former Yugoslav Republic of Macedonia, Mexico, Lebanon and Panama).

69. Support was provided for joint activities with United Nations partners, notably UNHCR and African regional organizations, in all post-crisis African countries at their request, in particular through its Programme of Education for Emergencies and Reconstruction. A post-conflict overall support programme in UNESCO fields of competence for Côte d'Ivoire was launched in 2008, and antennas have been established in countries with specific needs (Djibouti, Liberia, Sierra Leone and Sudan). At the regional and subregional levels, UNESCO also provided support to the African Union and to regional organizations' initiatives in line with the African Union framework of action for post-conflict reconstruction and development and as part of the United Nations Regional Coordination Mechanism.

70. UNESCO also launched the Education for All Global Monitoring Report in 2011 on "The hidden crisis: armed conflict in education", which examined the damaging consequences of conflict for the Education for All goals. It sets out an agenda to protect the right to education during conflict, strengthen the provision of assistance to children, youth and adults affected by conflict, and rebuild educational systems in countries emerging from conflict. Drawing on experiences from a range of countries, it identified problems and set forth solutions that can help make education a force for peace, social cohesion and human dignity.

71. To promote international peace and security by furthering efforts to engage multi-stakeholders in the dialogue among cultures, UNESCO consulted with a broad range of partners and organizations to identify possibilities for joint action and partnerships.

72. UNESCO also participated in the inter-agency United Nations Counter-Terrorism Task Force and recently submitted a funding proposal to develop and implement programmes to support conflict prevention, promote peace education and contribute to countering the appeal of violent extremism in Nigeria.

73. UNHCR promoted education for reconstruction, peacebuilding and nation building through its Albert Einstein German Academic Refugee Initiative (DAFI) scholarship programme, through which 1,900 students in 37 countries advanced their university studies in 2010. By enhancing self-reliance and developing human capital, DAFI provided refugee role models, facilitated durable solutions and equipped students with skills important to reconstruction, and peacebuilding and nation building.

74. FAO coordinated a number of plans of action in post-conflict countries to support agricultural development and food security in post-conflict situations, and it also participated in developing the agricultural aspects of the post-conflict needs assessments, coordinated through the United Nations Development Operations Coordination Office.

75. UNICEF supported child friendly spaces, which combine learning with play, peer-to-peer socialization and expressive activities all within a protective space for children in Afghanistan, Albania, Angola, Colombia, El Salvador, Haiti, Kosovo, Liberia, Timor-Leste and Turkey. UNICEF also supported the development of a sector-wide approach in Nepal to contribute towards a more equitable system and foster cohesion. The Education in Emergencies and Post-Crisis Transition programme, in operation since 2006, supports UNICEF education programming in

39 countries and territories. Conflict represents a characteristic in many of the countries that are funded by Education in Emergencies and Post-Crisis Transition Interventions. It worked together with the Office of the Special Representative of the Secretary-General for Children and Armed Conflict to document grave violations committed against children in 22 country situations through the monitoring and reporting mechanism on grave violations against children in armed conflicts, established in 2005 pursuant to Security Council resolution 1612 (2005). The information is included in an annual report of the Secretary-General that lists parties that have committed severe violations.

76. UN-Habitat supported a total of 48 countries in implementing policies to improve access to land and housing, including in the area of post-crisis reconstruction. Of these, 15 countries have received support for post-crisis reconstruction, six in Africa and the Arab States region, eight in Asia and the Pacific, and one in Eastern and Central Europe.

77. ILO provided technical assistance to countries in post-conflict situations with the aim of demonstrating the effectiveness of employment-focused responses to peacebuilding challenges. It also provided capacity-building for governments, employers' organizations and workers' organizations — the tripartite constituency of ILO — to promote decent work and social justice. It conducts capacity-building through training, the provision of advice (including labour data and statistics, labour codes and reconstruction), and the dissemination of relevant publications. This also includes advocating for the centrality of employment in peacebuilding with donors and partner agencies, and in the media.

78. The World Bank recently released the *World Development Report 2011: Conflict, Security and Development*, which emphasized the importance of institutional legitimacy to support the State-society compact and the need to invest in citizen security, justice and jobs in order to reduce violence. It is committed to the operationalization of key messages within the 2011 World Development Report, including strengthening its partnerships with key actors working in fragile situations, and in particular with the funds, programmes and agencies of the United Nations.

II. Future action to promote a culture of peace and non-violence

79. Building on the lessons learned from the International Decade for a Culture of Peace and Non-Violence for the Children of the World, 2001-2010, and the International Year for the Rapprochement of Cultures (2010), UNESCO is developing, in consultation with its Member States, a consolidated intersectoral and interdisciplinary Programme of Action for a Culture of Peace and Non-Violence. This Programme of Action aims to strengthen further the global movement to promote a culture of peace and non-violence at national, regional and international levels.

80. As per the May 2011 decision of the UNESCO Executive Board concerning the preparation of the Organization's draft programme and budget for 2012-2013, it will be developed with a realistic number of targeted actions that will address the following areas:

(a) Strengthening education for a culture of peace and non-violence to achieve intercultural solidarity and intergenerational dialogue and mutual understanding in favour of reconciliation and peacebuilding;

(b) Promoting natural sciences as a universal language and a vehicle for intercultural dialogue and exchange as well as peace;

(c) Underlining the role of social and human science in promoting universal values, democracy and human rights;

(d) Highlighting the crucial roles of cultural diversity, intercultural dialogue and heritage in all their forms for mutual understanding and reconciliation;

(e) Exploring opportunities offered by the media as a vehicle for reconciliation, tolerance and intercultural understanding by highlighting the use of new media by youth.

81. It will seek to mobilize all relevant stakeholders at the global, regional, subregional and national levels. It will also harness the multidisciplinary expertise of UNESCO in education, the sciences, culture and communications and information to develop innovative programmes that achieve high-impact results in promoting a culture of peace and non-violence.

82. The Programme of Action will be implemented and managed by a dedicated Intersectoral Platform on a Culture of Peace and Non-Violence. This Platform will also be responsible for implementing the "Abdullah bin Abdul Aziz International Programme for a Culture of Peace and Dialogue," an initiative of the Kingdom of Saudi Arabia, which has contributed $5 million.

III. Recommendations

83. The General Assembly may wish to consider the following actions:

(a) Explore the possibilities for harmonizing reporting to the General Assembly on all issues that deal with a culture of peace, cultural diversity, tolerance, mutual understanding, rapprochement and non-violence as well as intercultural dialogue, including interreligious dialogue, so as to strengthen policy coherence;

(b) Call on the United Nations Development Group, including its regional teams and all United Nations country teams, to include in common country programming exercises and documents, mainly United Nations Development Assistance Frameworks, programme components focused on the promotion of a culture of peace and non-violence, including, as appropriate, on conflict prevention and resolution as well as post-conflict reconciliation;

(c) Invite the United Nations System Staff College to develop in that area training modules and learning materials and offer training workshops for United Nations country teams in order to build synergies, coherence and coordination, enabling the teams to better respond to country-specific needs;

(d) Establish an inter-agency working group on a culture of peace and non-violence to discuss common initiatives and to consider developing a road map with goals and measurable expected results and to monitor the implementation of such efforts;

(e) Welcome the efforts of UNESCO to establish national and regional mechanisms, such as intercultural forums to highlight the benefits of intercultural dialogue and cultural diversity from a human rights-based perspective in order to fight violence and build peace in everyday life, and invite Member States to sustain those efforts in the context of their commitment to a culture of peace;

(f) Encourage Member States to create links among organizations that are active in promoting intercultural dialogue and that are committed to fostering sustainable development and peace in order to create a new dynamic for living peacefully together.